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# Composition I

Jules Sears Dr.  
*Collin College*

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## **COURSE SYLLABUS**

<b>COURSE INFORMATION</b>
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**Course Number:** ENGL 1301

**Course Title:** **Composition I**

**Course Description:** Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis. Lab required.

**Course Credit Hours:** 3

Lecture Hours: 3

Lab Hours: 1

**Placement Assessment(s):** Meet TSI college-readiness standard for Reading and Writing or equivalent

**Student Learning Outcomes:**

- **State-Mandated Outcomes:** Upon successful completion of this course, students should be able to do the following:
  1. Demonstrate knowledge of individual and collaborative writing processes. (Teamwork, Communication Skills)
  2. Develop ideas with appropriate support and attribution. (Communication Skills)
  3. Write in a style appropriate to audience and purpose. (Communication Skills)
  4. Read, reflect, and respond critically to a variety of texts. (Critical Thinking)
  5. Use Edited American English in academic essays.
- **Additional Collin Outcome:**
  6. Demonstrate personal responsibility through the ethical use of intellectual property. (Personal Responsibility)

**Withdrawal Policy:** See the current *Collin Registration Guide* for the last day to withdraw.

**Collin College Academic Policies:** See the current *Collin Student Handbook*.

**Americans with Disabilities Act:** Collin College will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal opportunity. It is the student's responsibility to contact the ACCESS office, SCC-D140 or 972.881.5898 (V/TTD: 972.881.5950) to arrange for appropriate accommodations. See the current *Collin Student Handbook* for additional information.

**Course Repeat Policy:** Beginning Fall 2016, Texas residents attempting a course more

than twice at Collin College are subject to regular tuition plus an additional \$50 per semester credit hour. Please see the “Repeating Courses” section of the Registration Guide for more information.

#### INSTRUCTOR INFORMATION

**Instructor’s Name:** Dr. Jules Sears

**Office Number:** A261e

**Office Hours:** Mon/Wed 2:30-3:30; Tues/Thurs 2:30-4:30

**Phone Number:** 972-881-5852

**Email:** [jsears@collin.edu](mailto:jsears@collin.edu). During the work week, I will respond to emails within 24 hours.

During the weekend beginning Friday at 5 PM, I will respond to emails within 48 hours.

#### CLASS INFORMATION

**Section Number:** ENGL 1301.S06

**Meeting Times:** MWF 9:00-9:50 AM

**Meeting Location:** B126

#### COURSE RESOURCES:

Bullock, Richard, et al. *The Norton Field Guide to Writing with Readings and Handbook*. 4th ed., W.W. Norton, 2016. The ISBN is 978-0-393-26438-8.

**ATTENDANCE POLICY:** Students are expected to attend as many classes as possible; consequently, attendance will be taken at the beginning of every class period. **Tardy students, those who leave class early, and/or those who leave frequently may be counted as absent. If you are being disruptive and I ask you to leave the classroom, you will be counted as absent. IF YOU HAVE MORE THAN 9 ABSENCES, YOU MAY FAIL THE COURSE.** That is, if you have **10 absences, every subsequent grade, including the lab grade, participation grade and final exam grade, will be a 0.** It is up to you to keep up with your attendance.

Students are required to file a written request with each professor within the first 15 days of the semester to qualify for an excused absence if they need to miss class to observe religious holy days.

#### COURSE EVALUATION:

The final course grade will be based on the following:

Essay #1	20%
Essay #2	20%
Annotated Bibliography	20%
Presentation of Research and Reflection Essay	10%
Final Exam (In-Class Essay)	10%
Lab Assignments	10%
Participation Grade to Midterm	5%
Participation Grade to Final	5%

Students are expected to complete **ALL MAJOR OUT-OF-CLASS ASSIGNMENTS:**

**ESSAY #1, ESSAY #2, ANNOTATED BIBLIOGRAPHY, and PRESENTATION OF RESEARCH/REFLECTION ESSAY. IF YOU FAIL TO TURN IN A MAJOR ASSIGNMENT, EVERY SUBSEQUENT GRADE, INCLUDING THE LAB GRADE, PARTICIPATION GRADE AND FINAL EXAM GRADE, WILL BE A 0.**

**GRADING SCALE:**

90-100 = A

80-89 = B

70-79 = C

60-69 = D

0-59 = F

**GRADING:** For major assignments, I use rubrics to indicate how I assess the work. I do my best to evaluate major assignments by following the grading standards for composition courses described under “Grading Standards for Papers” towards the end of this document. After you receive a graded assignment, you should go over it carefully to ensure you understand your grade. Except when there is an obvious error (such as a mistake I made in adding up points on the rubric), you should wait until you have completely reviewed your work and my comments before asking me why you received a particular grade or requesting a grade change. I will only change a grade after I have had time to reassess the assignment privately; understand that this assignment may receive a lower grade.

**TURNITIN**

All essays and the annotated bibliography must be turned in to Turnitin within Canvas to ensure they are plagiarism free. You also must turn in a **hard copy**.

I will not grade essays or the annotated bibliography if they have not been submitted to Turnitin, nor will I grade them without a hard copy. See the late work policy for more information.

Turnitin accepts papers in Microsoft Word, Word Perfect, RTF, PDF, Postscript, plain text, and HTML formats. You can also cut and paste your essay to submit it. I don’t care about the essay’s format on Turnitin.

To access Turnitin, go to Canvas. Click on the name of the assignment you want to upload. You should see an image and an “Upload Submission” button. **Carefully follow the instructions because there are several steps.**

You **may not submit an essay that you have written for another course**. If you do, you will receive a **0** on the essay and the **policy for failing to submit an assignment will be enforced**.

**LAB ASSIGNMENTS:** The lab component is an integral part of this writing course. Lab work is designed as additional writing-focused activities that will help improve your writing throughout the term. During the semester, you will need to track and provide evidence of completing these lab requirements outside of class.

**LATE WORK:** All assignments are due on the day specified in the syllabus. **AN ESSAY/ANNOTATED BIBLIOGRAPHY IS CONSIDERED LATE IF IT IS NOT SUBMITTED AS A HARD COPY AT THE BEGINNING OF CLASS ON THE DAY IT IS DUE AND IF IT IS NOT SUBMITTED TO TURNITIN BEFORE THAT CLASS PERIOD. I WILL ONLY ACCEPT ESSAYS/ANNOTATED BIBLIOGRAPH IF IT IS**

**LATE BY ONE CLASS DAY.** That is, I will *not* accept these more than one class day after the due date. Late work will be penalized. If an essay/the annotated bibliography is late by one class day, **either as a hard copy and/or on Turnitin, twenty points will be taken off the grade.** Essays/annotated bibliographies submitted after that point will receive a zero. **Remember that FAILURE TO COMPLETE AN OUT-OF-CLASS ESSAY/THE ANNOTATED BIBLIOGRAPHY MEANS FAILING THE COURSE.**

**MAKEUP WORK:** I do not accept makeup work. If you turn in a revised essay after you have already received a grade on that essay, I will return it ungraded, and the original grade will stand.

**ACADEMIC ETHICS: Plagiarism is a serious academic offense that can result in severe consequences.** The English Department's policy on plagiarism as detailed in the sheet "Scholastic Dishonesty and Plagiarism" is strictly enforced in this course. The Dean of Students also advises instructors to report to them suspected cases of plagiarism; therefore, a case of plagiarism can negatively impact your academic career. I may give any work that **contains plagiarized material a zero. EGREGIOUS EXAMPLES OF PLAGIARISM WILL RESULT IN A FAILING GRADE IN THE CLASS.**

During exams, no computers, tablets, laptops, or cell phones should be on or visible. If they are, you may receive a failing grade on the exam.

**PARTICIPATION/CLASSROOM CIVILITY GRADE:** You will be graded on your ability to be civil and engaged in the classroom.

Students are expected to behave in a civil manner in class. This means you should not be talking while I am lecturing; I may ask students who talk to leave the classroom, and these students will receive an absence and a **zero participation grade**. Students must turn off all cell phones and lap tops before entering the classroom. Unless the Access Office has given you permission to use a computer, use of electronic devices is prohibited and may result in removal from the classroom, an absence, and a **zero participation grade**. Engaging in disruptive activities may also result in removal. Even though I do not ask you to leave, if I see you sleeping, working on homework for another class, text-messaging, talking to your friend(s), reading a book, excessively leaving the classroom, or doing anything else unrelated to this class, you may be given a **zero on your participation grade**. Throughout the semester, I will give you in-class writing exercises, which I will take up and read. These will also contribute to your participation grade. Finally, the degree to which you take peer review seriously will be reflected in your participation/classroom civility grade. See Section 6.1 under "Academic Etiquette and the College Experience" in the *Student Handbook* for more information on classroom civility. If you have a problem that requires my attention, you must discuss this issue privately with me in my office or through email, not during class time. **Use the Canvas messaging system to email me.**

**COURSE CALENDAR:** Any changes in the following schedule will be announced in class. All **assignments should be completed by the dates** on which they are listed. Chapters are from *The Norton Field Guide to Writing*. Readings are on Canvas.

Be sure you are registered with CougarAlert on CougarWeb—school closings will be announced through CougarAlert.

*Week 1* **Monday, Aug. 27:** Introduction to Course; go over syllabus; assign first lab (quiz over syllabus); Assign Essay 1: Personal Narrative  
**Wednesday, Aug. 29:** Narrative (Chapters 10, 18, and 43)  
**Friday, Aug. 31:** Narrative Continued (Chapters 59 and 65); **Lab 1 Due**—Out-of-Class Quiz over Syllabus

*Week 2* **Monday, Sept 3: LABOR DAY HOLIDAY—NO CLASSES**  
**Wednesday, Sept. 5:** Reading and Responding to Texts (Chapters 2, 3, and 11)  
**Friday, Sept. 7:** Writing Process—Invention (Chapters 25, 27, and 28); **Lab 2 Due**—Reading Response to Tillie Olsen’s “I Stand Here Ironing,” Gary Soto’s “Looking for Work,” or David Sedaris’ “Day in, Day Out”

### **MONDAY, SEPTEMBER 10: FALL CENSUS DATE**

*Week 3* **Monday, Sept. 10: Draft of Essay 1 Due;** Writing Process—Organization and Paragraphs (Chapters 29, 33, and 34)  
**Wednesday, Sept. 12:** Writing Process— Organization and Paragraphs Continued (Chapters 29, 33, and 34)  
**Friday, Sept. 14:** Writing Process—Revision (Chapter 30); **Lab 3 Due**—Response to Narrative Poem or Song Lyrics

*Week 4* **Monday, Sept. 17:** Writing Process—Revision Continued (Chapter 30); How to Peer Review  
**Wednesday, Sept 19: Peer Review Essay 1;** Editing and Proofreading (Chapter 31)  
**Friday, Sept. 21: ESSAY 1 DUE;** Assign Essay 2: Informative Essay

*Week 5* **Monday, Sept. 24:** Film  
**Wednesday, Sept. 26:** Film; Collaboration (Chapter 26)  
**Friday, Sept. 28:** Field Research and Reporting (Chapters 12 and 19 and pages 463-468 in Chapter 46)

*Week 6* **Monday, Oct. 1:** Thesis Statement (Chapter 34); **Lab 4 Due**—Reading Response—Barbara Ehrenreich’s Introduction and Chapter 1 from *Nickel and Dimed: On (Not) Getting by in America* or Mac McClelland’s “I Was a Warehouse Wage Slave”  
**Wednesday, Oct. 3:** Thesis Statement Continued  
**Friday, Oct. 5:** Description

*Week 7* **Monday, Oct. 8:** Comparison (Chapter 38)  
**Wednesday, Oct. 10:** Comparison Continued; **Draft of Essay 2 Due**  
**Friday, Oct. 12:** Cause and Effect (Chapter 35)

*Week 8* **Monday, Oct. 15:** Cause and Effect Continued; **Lab 5 Due**— Reading Response—Jean Anyon’s “Social Class and the Hidden Curriculum of Work”  
**Wednesday, Oct. 17: Peer Review Essay 2; Midterm Participation Grade Posted**  
**Friday, Oct. 19: ESSAY 2 DUE;** Assign Annotated Bibliography

## **FRIDAY, OCTOBER 19: LAST DAY TO WITHDRAW**

- Week 9*    **Monday, Oct. 22:** Annotated Bibliographies (Chapter 15)  
              **Wednesday, Oct. 24:** Doing Research (Chapter 45) and Finding Reputable Sources (Chapter 46)  
              **Friday, Oct. 26:** Finding Reputable Sources Continued
- Week 10*   **Monday, Oct. 29:** Analyzing and Evaluating Sources (Chapters 11 and 47); **Lab 6 Due**—Reading Response—Gregory Mantsios’ “Class in America: Myths and Realities”  
              **Wednesday, Oct. 31:** Analyzing and Evaluating Sources Continued  
              **Friday, Nov. 2:** Summarizing (Chapter 49)
- Week 11*   **Monday, Nov. 5:** Summarizing Continued; Avoiding Plagiarism (Chapter 50); **Lab 7 Due**—Response to Prompt on Personal Responsibility  
              **Wednesday, Nov. 7:** Avoiding Plagiarism Continued  
              **Friday, Nov. 9:** Research Day
- Week 12*   **Monday, Nov. 12:** MLA Style; Documenting Sources (Chapter 51); Course Evaluation  
              **Wednesday, Nov. 14:** MLA Style Continued  
              **Friday, Nov. 16:** **ANNOTATED BIBLIOGRAPHY DUE**; Assign Presentation of Research and Reflection Essay
- Week 13*   **Monday, Nov. 19:** Creating a Presentation of Research (Chapters 54, 55, 56, and 58)

## **WEDNESDAY, NOV. 21 THROUGH FRIDAY, NOV. 23—THANKSGIVING HOLIDAY**

- Week 14*   **Monday, Nov. 26:** Reflection (Chapter 21); **Lab 8 Due**—Reading Response— P.M. Forni’s “Reflection: The Art of Going over Your Life”  
              **Wednesday, Nov. 28:** Presentation Work Day; Bring Questions  
              **Friday, Nov. 30:** Presentation Work Day; Bring Questions
- Week 15*   **Monday, Dec. 3:** **REFLECTION ESSAY DUE; PRESENTATIONS OF RESEARCH**  
              **Wednesday, Dec. 5:** Presentations of Research Continued; **Last Day to Turn in Reflection Essay**  
              **Friday, Dec. 7:** **Any Remaining Lab Work (Response to Collin Events and Grammar Quizzes) Due at Beginning of Class; Final Review**
- Week 16*   **Friday, Dec. 14, 9:00-11:00 AM:** **FINAL EXAM—IN-CLASS ESSAY**

## **MONDAY, DEC. 17: GRADES DUE by 11PM**

## **LAB ASSIGNMENTS (10% of Final Grade)**

Over the course of the semester, you should complete **8 LAB ASSIGNMENTS**. If you **complete 8 lab assignments and receive a 100 on each lab assignment**, you will get a **100** on your total **lab grade**.

You can do more lab assignments to receive extra credit/make up for a low grade on an individual lab assignment. The **highest total lab grade possible is 125**.

It is up to you to keep track of your lab assignments. Do not throw them away!

There are numerous options to choose from; you can do all of one kind of lab option available in the list below or you can ignore that option.

**Most of these options must be submitted by a particular date**, which is on the course calendar above, and these options **must be submitted in class at the beginning of class**. The last day to have an in-person Writing Center visit for the Reflection Essay is Friday, November 30. Any **other lab work must be completed by the last regular day of class (the last day of Week 15)**; this would include the online Grammar Quizzes, Writing Seminars, and any Responses to Collin Events that occurred during the last three weeks of the semester.

Note that Responses to Collin Events and Writing Center Seminars/Appointments **will not be counted** if the Collin event or the Writing Center seminar/appointment takes place during the class period.

- **Out-of-Class Quiz over Syllabus/Lab 1** (Available on Canvas—due date on course calendar)
- **Responses to Readings** (See explanation below; 5 total available; due dates on the course calendar)
- **Response to a Narrative Poem or Song Lyrics that tell a story/Lab 3**  
(Instructions on Canvas—due date on the course calendar)
- **Out-of-Class Response to Document on Personal Responsibility/Lab 7**



(Available on Canvas—due date on course calendar)

- **Grammar Quizzes—5 quizzes = 1 lab grade** (Available on Canvas)
- **Writing Center Visit** (You must be working on a **major assignment for this class**. Visits may either be in person or through Virtual Muse; both in-person and Virtual Muse sessions must be completed **before the assignment is due** so that you receive feedback that you can use to revise your essay. The last day to have an in-person visit for the Reflection Essay is Friday, November 30.)
- **Writing Center Seminar** (These are offered throughout the semester; a schedule is available on the Writing Center homepage. You may attend more than one, but it cannot be the same workshop.)
- **Responses to Collin Events—one page, typed response due two weeks after** (If there is a way to sign in at the event or you receive a ticket for attendance, sign in/attach the ticket of attendance to your response. Avoid plot summary when responding to films and include references to any discussions after the film when these occur.)

### **Responses to Readings:**

These are available on Canvas.

These are due at the **beginning of class** on the date assigned. **LATE RESPONSES TO READINGS ARE NOT ACCEPTED. THEY WILL BE RETURNED WITH A ZERO. EMAIL RESPONSES ARE NOT ACCEPTED.**

### **Do the Following:**

To receive **full credit (100)**, you must write **at least a full one-page, typed, double-spaced response in MLA format that demonstrates critical thinking about the reading**. For help with formatting in MLA style, consult “MLA Format” under “Helpful Course Information” on Canvas. Responses that mention only one section of the reading will not receive full credit.

First, **read** the work **closely** and **actively**. Second, **introduce the work by giving the**

**author and title and summarize the main ideas in the reading—this should be no more than a paragraph.** Third, **respond to the reading based on your prior knowledge and experience—this should make up the majority of your response.** To do so, you might consider the questions: How does this relate to my own experience? How does this reading challenge, enlarge upon, or complement my ideas on the topic(s) being considered? What have I learned from this reading? Fourth, **if you desire, you may evaluate the reading and explain your reasons for evaluating it** thus (this is effective because, but this is not effective because, or this is true because . . .). Evaluating the reading is **NOT an opportunity to complain or whine about having to do the reading**—doing so will result in 0 points. **Focus on ideas** about the entire reading, not just a segment of it.

- **Lab 2:** Tillie Olsen’s “I Stand Here Ironing,” Gary Soto’s “Looking for Work” **or** David Sedaris’ “Day in, Day Out”
- **Lab 4:** Barbara Ehrenreich’s Introduction and Chapter 1 from *Nickel and Dimed: On (Not) Getting by in America* **or** Mac McClelland’s “I Was a Warehouse Wage Slave”
- **Lab 5:** Jean Anyon’s “Social Class and the Hidden Curriculum of Work”
- **Lab 6:** Gregory Mantsios’ “Class in America: Myths and Realities”
- **Lab 8:** P.M. Forni’s “Reflection: The Art of Going over Your Life”

## GRADING STANDARDS FOR PAPERS (adopted by Collin English Department)

### I. EXCELLENT/SUPERIOR (A/B)

Note: Although “A” and “B” papers possess many of the same features, the style, originality, and level of excellence of the “A” paper are exceptional.

**Preparation:** The student adapts his or her thinking to the form and requirements of the assignments, developing the paper through preliminary outlines and drafts.

**Contents:** The paper contains a significant and central idea clearly defined and supported with concrete, substantial, and consistently relevant detail. The superior paper displays freshness and originality of perception; it moves through its ideas with inevitability organic to its central idea.

**Development:** The paper engages attention and interest at the beginning, progresses by ordered and necessary stages, and ends with a non-repetitive conclusion. Development is economical, original, well proportioned, and emphatic; paragraphs are coherent, unified, and properly developed; and transitional expressions are both logical and effectively placed.

**Sentence Structure:** Sentences are unified, coherent, forceful, and varied to promote a lively and interesting rhythm.

**Diction:** The language is distinctive, fresh, economical, and precise; usage is rarely incorrect.

**Grammar and Punctuation:** correct grammar, punctuation, spelling, and mechanics reflect clear and effective thinking.

**Appearance:** The student has carefully proofread and correctly documented the paper. The student will type out -of-class papers using standard 10- or 12-font size on standard white paper using 1” margins and double spacing throughout (no triple spacing between paragraphs).

### II. AVERAGE (C)

The C paper is clear, competent, and controlled, but its style and originality are undistinguished.

**Preparation:** The paper contains evidence of at least one preliminary draft. The student has clearly and competently adapted the topic and content to the assignment.

**Content:** The central idea is apparent but too general, familiar, or limited. Although supported with concrete detail, such detail may be occasionally repetitious, irrelevant, and/or sketchy.

**Development:** The plan of the paper is recognizable but not developed and/or consistently fulfilled. Development may be disproportionate or exhibit an inappropriate emphasis. Transitions are clear but too abrupt, mechanical, and/or monotonous. The paragraphs are unified, coherent, and usually well developed.

**Sentence Structure:** The sentences are competent, but many lack force, variation in structure, and/or effective rhythm.

**Diction:** The language is appropriate to the paper’s purpose, subject, and audience; it is not overly formal, abstract, or colloquial. Errors in usage are infrequent.

**Grammar and Punctuation:** Deviations from standard grammar, punctuation, spelling, or mechanics damage the paper’s clarity and effectiveness.

**Appearance:** The C paper conforms to the guidelines established for the superior paper.

### III. UNSATISFACTORY (*D-F*)

Although *D* and *F* papers may share the same faults (such as inadequate development or absence of a discernible thesis,) the *F* paper exhibits an obvious breakdown in style and structure.

**Preparation:** The student's ideas do not relate to the specific assignment, and the paper suggests scant evidence of a preliminary draft.

**Content:** The central idea is missing, confused, superficial, or unsupported by concrete and relevant detail. Content is obvious, contradictory, and/or aimless.

**Development:** The essay lacks clear and orderly stages and further fails to emphasize and support the central idea. Paragraphs are typographical rather than structural; transitions between paragraphs are missing, unclear, ineffective or rudimentary.

**Sentence Structure:** Sentences are incoherent, incomplete, fused, monotonous, rudimentary, and/or redundant, thus thwarting the intended meaning.

**Diction:** The level of language is inappropriate to the subject; errors in usage are frequent.

**Grammar and Punctuation:** Frequent mistakes in basic grammar, spelling, and punctuation obscure the writer's ideas.

**Appearance:** An illegible presentation is always a liability.

**Plagiarism:** Collin College faculty does not tolerate plagiarism. A paper containing plagiarism will earn a *zero*.

### SCHOLASTIC DISHONESTY AND PLAGIARISM (adopted by Collin English Department)

**Academic Ethics:** Every member of the Collin College community is expected to maintain the highest standards of academic integrity. Collin College may initiate disciplinary proceedings against a student accused of scholastic dishonesty. Scholastic dishonesty includes, but is not limited to, statements, acts, or omissions related to applications for enrollment or the award of a degree, and/or the submission of one's own work material that is not one's own. Scholastic dishonesty may involve, but is not limited to, one or more of the following acts: cheating, plagiarism, collusion, use of annotated texts or teacher's editions, use of information about exams posted on the Internet or electronic medium, and/or falsifying academic records. While specific examples are listed below, this is not an exhaustive list and scholastic dishonesty may encompass other conduct, including any conduct through electronic or computerized means:

**Plagiarism** is the use of an author's words or ideas as if they were one's own without giving credit to the source, including, but not limited to, failure to acknowledge a direct quotation.

**Cheating** is the willful giving or receiving of information in an unauthorized manner during an examination; collaborating with another student during an examination without authority; using, buying, selling, soliciting, stealing, or otherwise obtaining course assignments and/or examination questions in advance, copying computer or Internet files, using someone else's work for assignments as if it were one's own; or any other dishonest means of attempting to fulfill the requirements of a course.

**Collusion** is intentionally or unintentionally aiding or attempting to aid another in an act of scholastic dishonesty, including but not limited to, failing to secure academic work; providing a paper or project to another student; providing an inappropriate level of

assistance; communicating answers to a classmate about an examination or any other course assignment; removing tests or answer sheets from a test site, and allowing a classmate to copy answers.

**See the current *Collin Student Handbook* for additional information.**

Every student should read that information, but the Collin English faculty would like for you to know more about plagiarism whether you are beginning the study of the research process and the pitfalls of proper documentation or whether you are preparing a critical essay for a literary studies course.

Plagiarism has disrupted and destroyed political careers as recently as the 1988 presidential election. It has cost professional writers thousands and, in some cases, millions of dollars in court awards or settlements resulting from lengthy lawsuits. In some businesses, plagiarism can result in a loss of respect or can be the grounds for dismissal. In college courses, plagiarism's penalties can range from failure on a particular assignment to failure in a course to expulsion from college. **PLAGIARISM IS A SERIOUS MORAL OFFENSE.**

According to the MLA Style Manual, the origin of the word plagiarism is the Latin for "kidnapper"; thus, a plagiarist kidnaps another writer's sentences, words, ideas, or organization and presents the material as his own. When the plagiarist uses his stolen material, he may do so knowing that the work is not his own. This is the most blatant form of plagiarism. **MANY CASES OF PLAGIARISM, HOWEVER, ARE THE RESULT OF CARELESS DOCUMENTATION OR FAULTY NOTETAKING.** Unfortunately, the reader who finds the error, not knowing the writer's intent, can only assume the plagiarism is intentional. Intentional or not, plagiarism in any paper will still carry serious penalties.

You can avoid plagiarizing if you remember that when you quote, use quotation marks; when you paraphrase, use only your own words. **IN EITHER CASE, YOU MUST DOCUMENT.** Proper paraphrasing does not mean changing a few words here and there, nor does it mean omitting a few sentences or scrambling their order. For a more complete explanation of proper paraphrasing, see your textbook.

Many students overreact when they learn what plagiarism means. They either assume that they should not use any sources (thus avoiding the problem entirely), or they assume they should document every word they have written. Both reactions are in error, for good writing involves the synthesis of your own ideas with the ideas of others. Documentation serves the purpose of clearly indicating which ideas are yours and which are those of other writers. If you are in doubt about that dividing line, ask your instructor or the Writing Center tutors for guidance.

Plagiarism, because it is a form of theft, burglary, kidnapping, or dishonesty that interferes with the goals of education, must carry severe penalties. The Collin English Department's policy is that an assignment containing plagiarized material receives an automatic "F." Your instructor may have other penalties in the course syllabus and may choose to initiate disciplinary proceedings against any student guilty of plagiarism.

Instructors are advised to report suspected cases of plagiarism to the Dean of Students.